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ABSTRACT

This collection illuminates some of the issues surrounding systemic violence in education, exposing the structures and processes of the schools and examining the effects of these structures on students. Part 1 concerns systemic violence in administrative practice; and Part 2 discusses systemic violence in pedagogical practice. Part 3 of the collection focuses on the effects of systemic violence on teachers; and Part 4 suggests changes to combat systemic violence. The following papers are included: (1) "Administrative Complicity and Systemic Violence in Education" (Ailsa M. Watkinson); (2) "Authority, Pedagogy, and Violence" (Juanita Ross Epp); (3) "Who Knows? Who Cares? Schools and Coordinated Action on Child Abuse" (Rosonna Tite); (4) "Opening Spaces: Examining the Blocks" (Pam Whitty); (5) "Video Games: Playing on a Violent Playground" (Linda Watson-Ellam); (6) "Discourses and Silencing in Classroom Space" (Mutindi Ndunda); (7) "Lethal Labels: Miseducative Discourse about Educative Experiences" (Sandra Monteath and Karyn Cooper) and "The Other Side of Labeling" (Linda Rossler); (8) "The Family Romance and the Student-Centered Classroom" (Lisa Jadwin); (9) "Disrupting the Code of Silence: Investigating Elementary Students Sexually Harassing Their Teachers" (Elizabeth Richards); (10) "Learning from the Learning Place: Case Studies of Harassment in a Post-Secondary Institution" (Catharine E. Warren); (11) "Systemic Violence: Linking Women's Stories, Education, and Abuse" (Laura Ho, Kathie Webb, and Anne Hughson); (12) "Personal Reconstruction: When Systemic Violence Stops" (Myrna Yuzicapi); and (13) "Addressing Systemic Violence in Education" (Ailsa M. Watkinson and Juanita Ross Epp). Each chapter contains references. (Contains five tables.) (SLD)

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